External Review Team Process

Office of Federal and State Accountability
Division of Accountability

South Carolina Department of Education

Together, we can.

FOCUSED SCHOOL RENEWAL PLAN (FSRP)
Revised for School Year 2008-09
Revisions Included

School: West Ashley Middle   District: Charleston

Principal: Jennifer Coker   Superintendent: Nancy McGinley

FOCUSED SCHOOL RENEWAL PLAN (FSRP)
2008–09 School Year of Implementation

Rationale

Provide the rationale for the FSRP goals to be implemented during the 2008–09 school year, along with the expected outcomes.

**The following information must be included in the rationale:**
- **Summary of demographic information from 2007 School Report Card**
  - ➢ **School Profile (students, teachers, school)**
  - ➢ **Population diversity (refer to Performance of Student Groups)**
  - ➢ **Free/reduced lunch (refer to Performance of Student Groups)**
- **Three years of data in chart format**
  - ➢ **Test Data (PACT/HSAP/EOC Exams)**
  - ➢ **Graduation rate (if applicable)**
  - ➢ **Additional data pertinent to your school**
- **Summary of process used to develop the FSRP and the persons involved**
- **Narrative of how selected goals will enable the school to meet expected progress**

West Ashley Middle School, located in the growing western Charleston area of SC, currently serves 387 students in grades 6-8th. Data from the WAMS 2007 School Report Card indicates that at the time of testing, 77% of the population was African American, 19% white, 3% Hispanic, and 1% was Asian/Pacific Islander. Of this population, 13% had a disability, and 72.8% were eligible for subsidized meals. WAMS failed to meet performance objectives in the areas of Math and English/Language Arts for the subgroups of African American, disabled, and those qualifying for subsidized meals.

- **Three years of data in chart format**

The following data in chart form shows three years of test data and other data pertinent to West Ashley Middle School:

Math 2008 PACT Performance
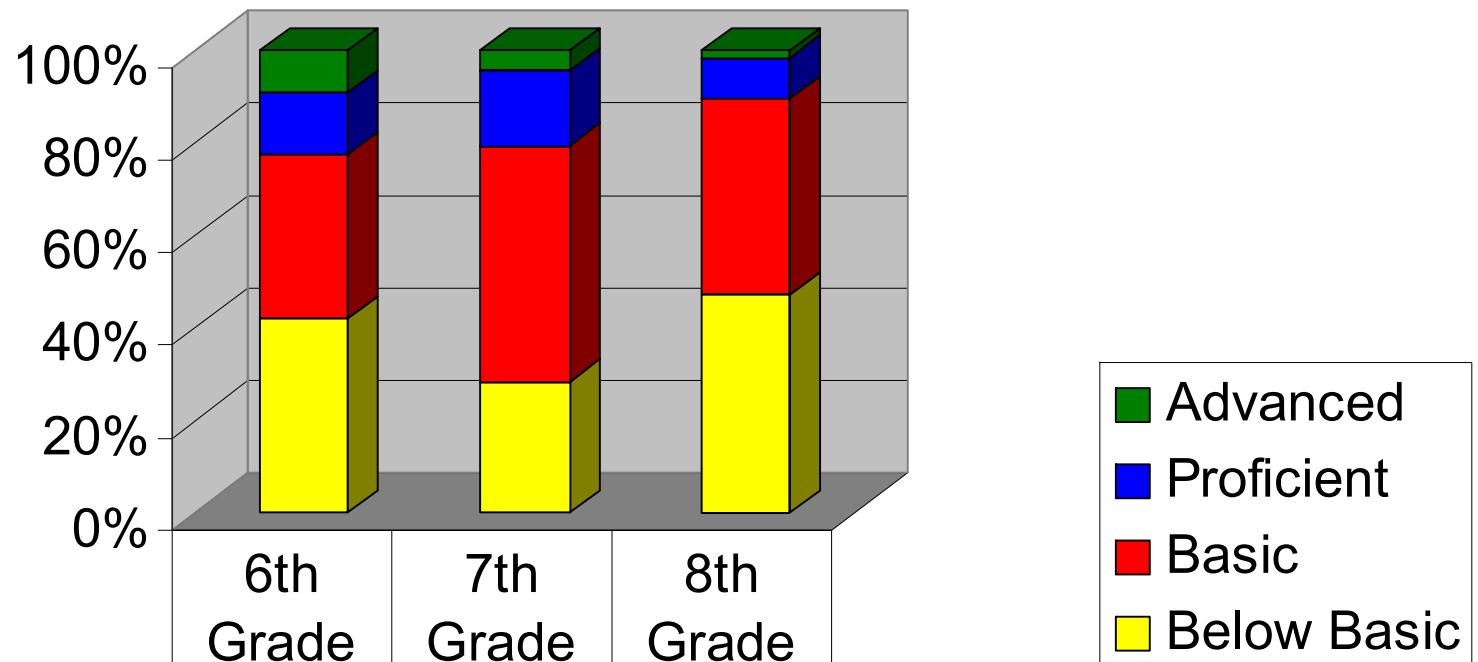
	6th Grade	7th Grade	8th Grade
■ Advanced	11	5	2
■ Proficient	16	19	11
■ Basic	42	59	53
■ Below Basic	50	33	59

Legend:
- ■ Advanced
- ■ Proficient
- ■ Basic
- ■ Below Basic

ELA 2008 PACT Performance

	6th Grade	7th Grade	8th Grade
■ Advanced	2	0	4
■ Proficient	26	7	15
■ Basic	39	56	52
▢ Below Basic	54	53	57

Legend:
- ■ Advanced
- ■ Proficient
- ■ Basic
- ▢ Below Basic
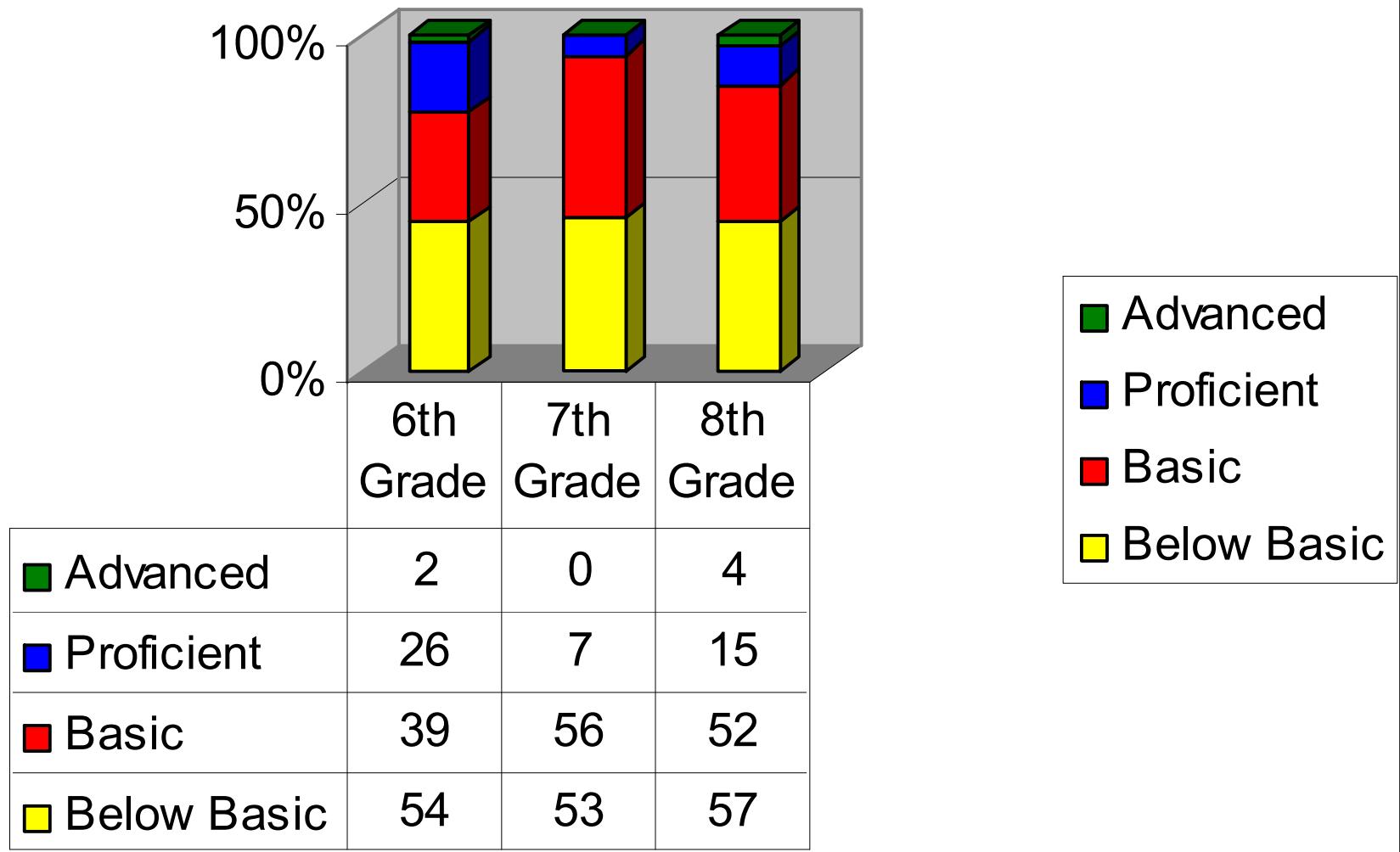
Science 2008 PACT Performance

	6th Grad	7th Grad	8th Grad
■ Advanced	6	7	5
■ Proficient	9	7	10
■ Basic	11	45	24
□ Below Basic	35	60	26

Legend:
- ■ Advanced
- ■ Proficient
- ■ Basic
- □ Below Basic
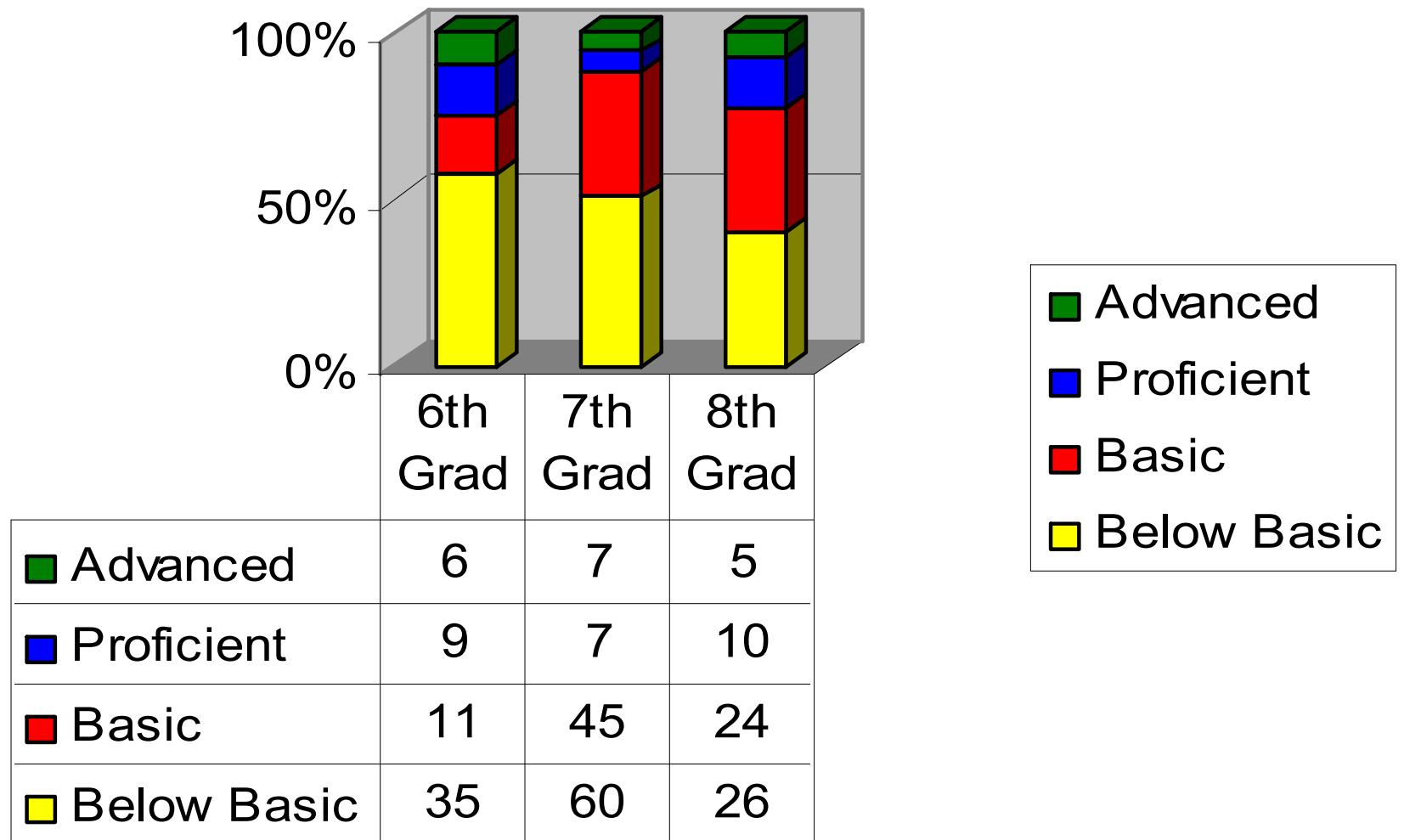
Social Studies 2008 PACT Performance
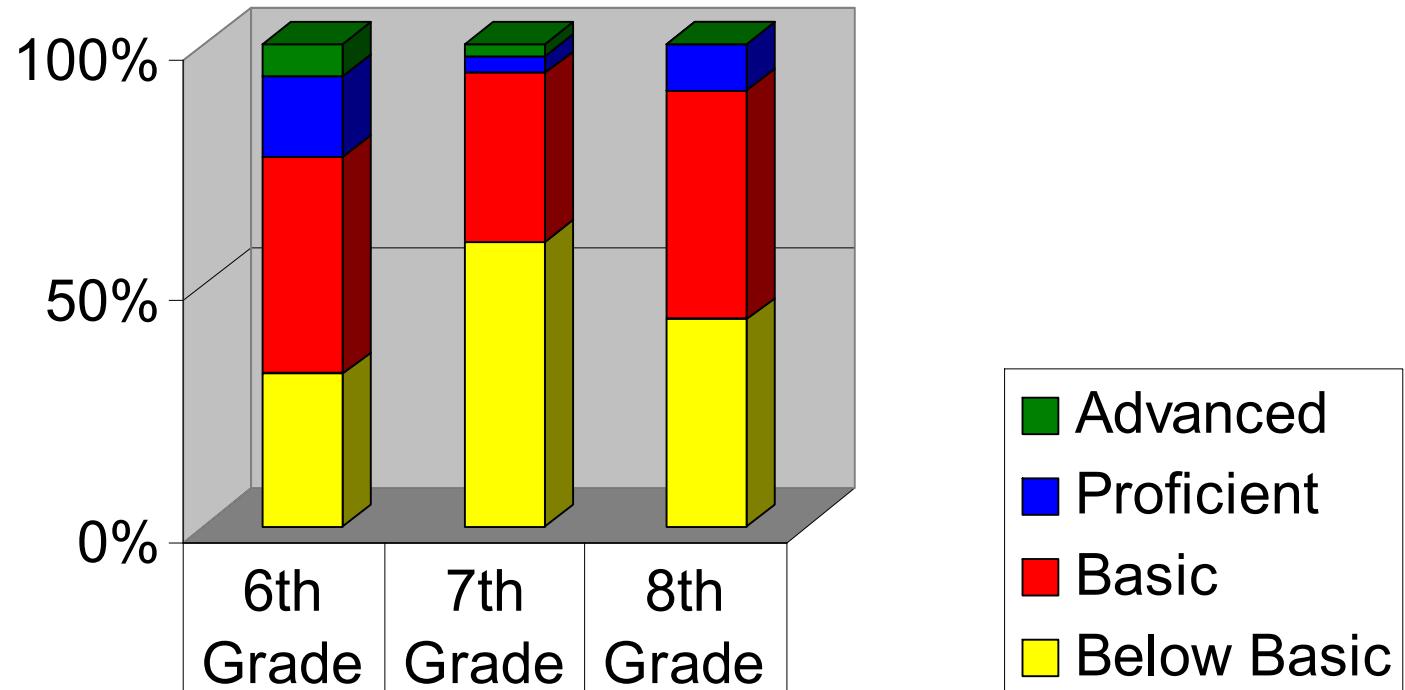
	6th Grade	7th Grade	8th Grade
🟩 Advanced	4	3	0
🟦 Proficient	10	4	6
🟥 Basic	27	41	30
🟨 Below Basic	19	69	27

ELA PACT Performance Over Time

Legend:
- **Advanced** (green)
- **Proficient** (blue)
- **Basic** (red)
- **Below Basic** (yellow)

|	All Students 2005	All Students 2006	All Students 2007	White 2005	White 2006	White 2007	Afri. Ame. 2005	Afri. Ame. 2006	Afri. Ame. 2007	Hispanic 2005	Hispanic 2006	Hispanic 2007
Advanced	2.2	0.8	0.5	4.7	2	2.7	1	0.4	0	10	0	0
Proficient	15.4	13.4	11.5	27.5	28.6	23.3	9.3	8.2	9.1	30	14.3	8.3
Basic	51.8	52.1	46.3	53.1	51.7	53.4	51.5	51.7	43.9	50	64.3	66.7
Below Basic	30.6	33.7	41.8	14.7	17.7	20.5	38.2	39.7	47	10	21.4	25
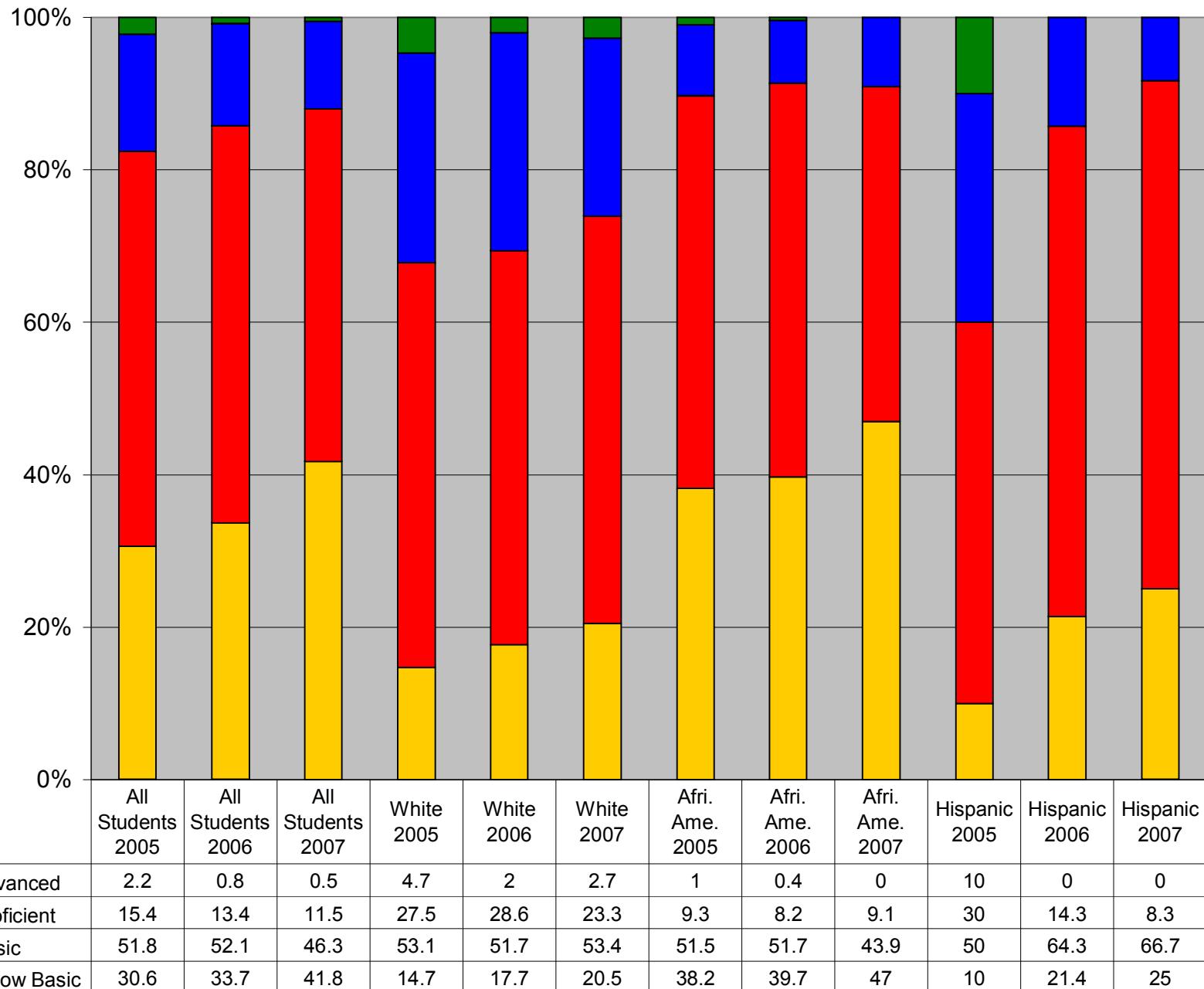
*Report Card data shows that in all ethnic groups the number of students testing at the Below Basic level has increased in English Language Arts. While the number of students testing at the Proficient and Advanced levels has decreased.

Math Performance Over Time

	All Students 2005	All Students 2006	All Students 2007	White 2005	White 2006	White 2007	Afri. Ame. 2005	Afri. Ame. 2006	Afri. Ame. 2007	Hispanic 2005	Hispanic 2006	Hispanic 2007
Advanced	1.9	1.4	1.2	5.7	4.1	4.1	0.2	0.2	0.3	0	0	0
Proficient	7.4	5.8	7.6	13.3	11.6	12.2	4.6	3.7	6.1	10	7.1	8.3
Basic	44.2	49.3	46	53.6	66	64.9	39.8	44.3	41.5	60	57.1	75
Below Basic	46.4	43.4	45.2	27.5	18.4	18.9	55.3	51.8	52.1	30	35.7	16.7
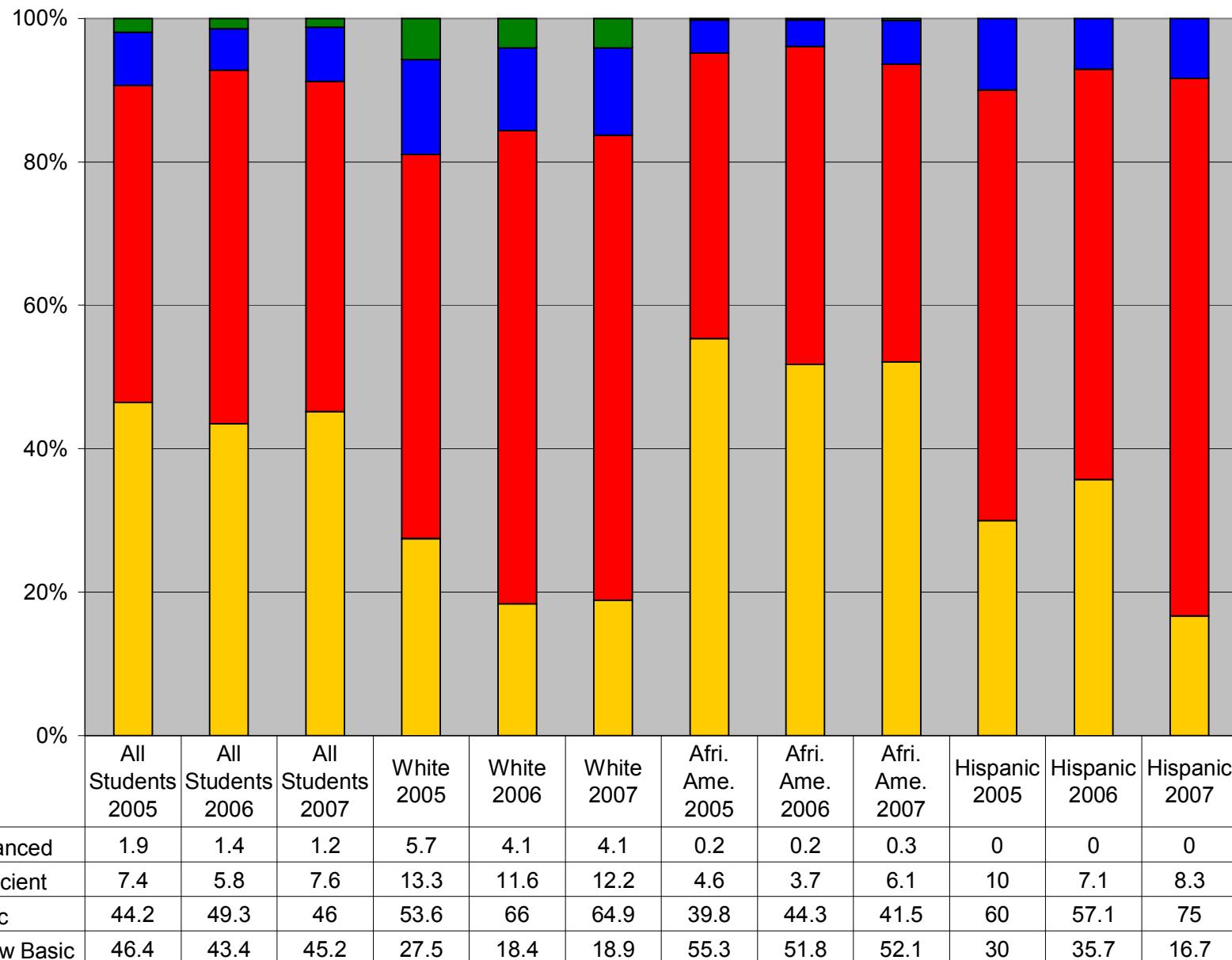
*In the area of Mathematics, Report Card data shows that the number of students testing at the Below Basic level has fluctuated in all ethnic groups. There is not a clear pattern of movement, and over the past three years WAMS has not met the state math performance objectives.

Science PACT Performance Over Time
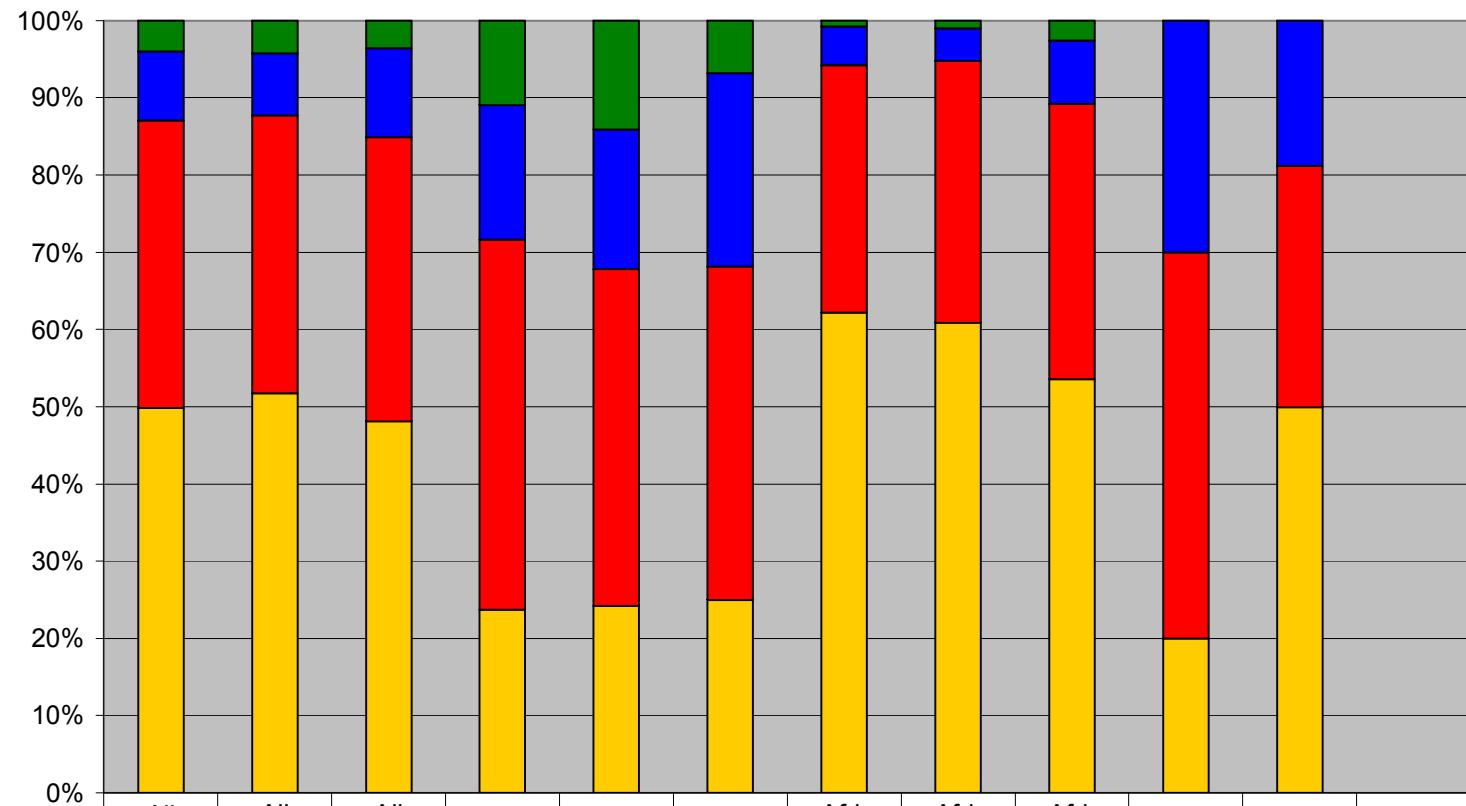
	All Students 2005	All Students 2006	All Students 2007	White 2005	White 2006	White 2007	Afri. Ame. 2005	Afri. Ame. 2006	Afri. Ame. 2007	Hispanic 2005	Hispanic 2006	Hispanic 2007
Advanced	4	4.2	3.6	10.9	14.1	6.8	0.8	1	2.6	0	0	0
Proficient	9	8.1	11.5	17.5	18.1	25	5	4.2	8.2	30	18.8	0
Basic	37.2	36	36.8	47.9	43.6	43.2	32	33.9	35.7	50	31.3	0
Below Basic	49.9	51.8	48.2	23.7	24.2	25	62.2	60.9	53.6	20	50	0

*In the area of science, Report Card data shows that the number of students testing at the Below Basic level has fluctuated in all students over the past three years, while the number of students testing at the Proficient or Advanced levels has steadily increased.

Percent Satisfied with the Learning Environment

Legend:
- Parent
- Teacher
- Student

2005
- Parent: 66.2
- Teacher: 33.3
- Student: 40.9

2006
- Parent: 63.2
- Teacher: 38.6
- Student: 53.5

2007
- Parent: 75.4
- Teacher: 81
- Student: 60.2
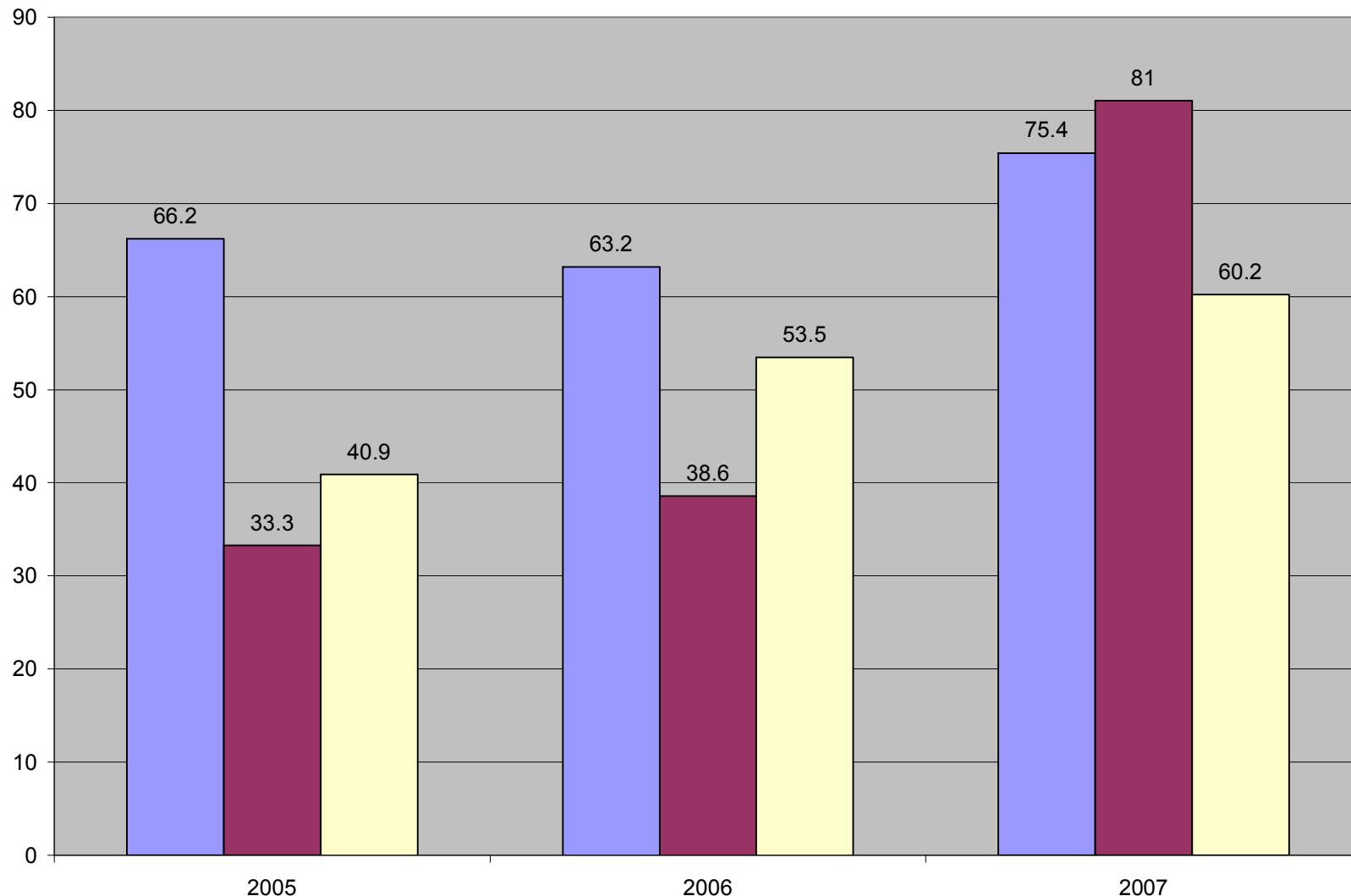
*Over the past three years WAMS has seen an incredible change in the general atmosphere of the school. The most telling data to show this is the change in the percent of students, teachers, and parents who are satisfied with the Learning Environment.

- **Summary of process used to develop the FSRP and the persons involved**

On January 24th the school principal, a classroom teacher, and a district representative attended the South Carolina State Department of Education External Review Team Process Orientation and Training. On Tuesday, January 29th the School Leadership Team (SLT) met with the two person ERT Committee to discuss the initial review and the development of the Focused School Renewal Plan goals for the 2008-09 academic year. The SLT met again on Saturday, February 2nd. After looking at WAMS report card data, the team decided to create goals focused in the areas of math, English/Language Arts, and science. The SLT divided into groups covering the three areas of focus and another to continue looking at research and data. The groups reconvened to carefully examine the recommendations of each group and to finalize each goal.

On Wednesday, February 6th, the SLT members presented goals to respective departments for input. Each department created strategies that could be used to accomplish the goals. On Thursday, February 7th, the entire faculty of WAMS was introduced to the two-person ERT Committee. One of the committee members explained and answered questions regarding the process. Following the meeting the SLT met to review the strategies suggested by the departments. The SLT also met on Friday, February 8th and Saturday, February 9th. The measurability and research base for each of the strategies was analyzed, and three strategies for each goal were agreed upon.

On Tuesday, February 12th, the ERT Chairman met with the associate superintendent to share the draft FSRP goals, and they worked together to develop her goals. On Thursday, February 14th, the SLT met again to finalize the FSRP for review by the ERT. On February 15, 2008, the principal met with the associate superintendent to finalize her goals and then with the ERT to implement final revisions. The plan was sent to the SLT for review over the weekend and submitted to the ERT Chairman on Tuesday, February 19, 2008.

On August , 2008, Jennifer Coker attended a SDE training on revising and updating the school's FSRP. On August 22nd, Jennifer Coker (Principal of WAMS), Mary Runyon (Principal of WAHS), and Patricia Chandler (ERTL) met to review the FSRP, discuss vertical articulation, and discuss the recommendations of the review panel. On Tuesday, September 2nd, the SLT from WAMS met to review the FSPR and begin implementing recommendations and making changes based on current PACT data. Final revisions were reviewed on September 12th with Coker (Principal of WAMS), Christine Harley (Media Specialist of WAMS), and Patricia Chandler (ERTL). Patricia Chandler reviewed the final FSRP revisions on September 15th. The FSRP was then submitted to Patricia Yandle, (Associate Superintendent) for final review before being submitted to the SDE on September 19, 2008.

Since this is a fluid document the current 2008 PACT data and ERT recommendations were used to make substantial revision to this document. In order to track these changes we have used a color coding system. Any revisions are presented in red. Any additions are identified in blue.

- **Narrative of how selected goals will enable the school to meet expected progress**

Focused Goal 1:

The Flex period for Math Investigation will be taught to 6th and 8th grade students based on MAP strands and SC standards. The students in the Math Lab will have 2008 PACT scores of Basic or higher. The groups will be reorganized after the Fall MAP administration based on the predications for PACT performance. The *Math Department Chair* will be responsible for collecting the Winter MAP data from the teachers in the Math Labs and will analyze the data with the teachers to identify students that have not met expected growth on the MAP test.

During Flex Period, Academy of Math will be used for all students with a score of Below Basic 1 on 2008 PACT. The students will set goals for the program and their success. This will be monitored monthly through program reports compiled by lab teachers and provided to the Principal, Jennifer Coker. Students scoring Below Basic 2 on 2008 PACT will be assigned to SuccessMaker during Flex Period. The progress of the students will be monitored through program reports that are compiled monthly by the lab teachers and provided to the Principal, Jennifer Coker.

Winter MAP data in 2008 for the 7th grade single gender math classes at WAMS showed an average of 73% of students increasing as compared to 54% in our heterogeneous math classes. We will increase Single Gender Math classes offered in fall of 2008. The Guidance Department will monitor the implementation by reviewing class rosters monthly to ensure that classes are single gender. The Math Department Chair will monitor Winter MAP for students not exceeding expected growth in the mixed groups and a decision will be made on his/her placement into or removal from Single Gender.

All math teachers will be trained in the use of Math Journals and all students will be required to keep a math journal. These journals will be used at least once weekly during Math class to record data, answer constructed response math questions, explain a mathematical concept in writing, etc. The implementation will be monitored by the Math Department Chair by review during Department Meetings and by the Administration through classroom observations.

The Charleston County School District has provided the opportunity for professional development in variety of programs that are intended to increase rigor and relevance in the classroom, these programs include, Spring Board for 7th and 8th grades ELA and Math, and Mentoring Mathematical Minds for 6th grade math. Soar to Success is a reading comprehension program that will be utilized during the Flex Period and facilitated by related arts teachers. These teachers will be trained by a certified Soar to Success trainer. Twenty observations will be completed each month to ensure the proper implementation of these programs.

For rigor and relevance high school credit courses in Algebra 1 and Geometry are available for 7th and/or 8th graders.

Focused Goal 2:

The Flex period for ELA will be taught to 6th and 8th grade students based on MAP strands and SC standards. The students in the ELA Flex Period will have 2008 PACT scores of Basic or higher. The groups will be reorganized after the Fall MAP administration based on the predications for PACT performance. Each week for three weeks students as a class will complete a "cold read" on a standards based Science or Social Studies topic to improve literal comprehension skills. During the fourth week all students will

complete a grade appropriate "cold read" with a common assessment to monitor progress. This will allow students to practice strategies learned in the three weeks before. The other days will focus on another literacy strand as indicated by the MAP data. The groups will be reorganized after the Fall MAP administration. The ELA *Department Chair* will be responsible for collecting the documentation for the ELA Flex Period.

Academy of Reading will be used for all students with a RIT score of less than 200 in Word Study and Analysis on spring 2008 Map Testing.   The students will set individual goals for their successful completion of the program. This will be monitored monthly through program reports compiled by lab teachers and provided to the Principal, Jennifer Coker.

All incoming 6th graders with spring 2008 MAP scores of 200 – 220 will be scheduled into a 90 minute READ 180 class. Our MGAP students will complete this program as well. READ 180 is a research –based program that involves teacher directed instruction as well as computer assisted instruction. The progress in READ 180 will be monitored by the teacher and monthly reports will be sent to the Principal, Jennifer Coker.

All core teachers will implement the use of reading log. The reading log will be consistent across all grade levels. This will allow each teacher to see the reading progress of their students.

The Charleston County School District has provided the opportunity for professional development in variety of programs that are intended to increase rigor and relevance in the classroom, these programs include, Spring Board for 7th and 8th grades ELA and Math, and Mentoring Mathematical Minds for 6th grade math. Soar to Success is a reading comprehension program that will be utilized during the Flex Period and facilitated by related arts teachers. These teachers will be trained by a certified Soar to Success trainer. Twenty observations will be completed each month to ensure the proper implementation of these programs.

For rigor and relevance a high school credit course in English I is provided for 8th grade students.

Focused Goal 3:

The Flex period for Science will be taught to 7th grade students based on 2008 PACT performance. The students in the Science Flex Period will be grouped as follows: Below Basic, Bubble to Basic, Bubble to Proficient, or Advanced. The Flex Groups will focus on weaknesses as evidenced in MAP data and classroom assessments. The groups will be reorganized after the Fall MAP administration. The *Science Department Chair* will be responsible for collecting the documentation for the Science Flex Period.

The Daily Science bell ringer activities will be approximately five minutes in length and will begin every Science class in the school. The 1st semester will focus on process skills and the 2nd semester on content previously taught. Quizzes will be given weekly in each class as assessment. The nine weeks exam will also have some questions from the Daily Science reviews. The Science Department / Assistant Principal will collect the data from the teacher made assessments and from the winter MAP administration RIT scores.

All science teachers will be trained in the use of Student Science Journals. Students will use these journals at least once weekly during Science class to record data, answer constructed response science questions, explain scientific concepts in writing, etc. The implementation will be monitored by the Science Department Chair by review during Department Meetings and by the Administration through classroom observations.

All students are included in regular education science classes. Co-teachers are provided to assist with in the modification of the curriculum to meet the needs of special education students. All self-contained students that are in Inclusion Science will have an additional Resource Period to pre-teach or re-teach social studies concepts and skills. This class will be taught by a Special Education Teacher.

Focused Goal 4:

The Flex period for Social Studies will be taught to 7th grade students based on 2008 PACT performance. The students in the Social Studies Flex Period will be grouped as follows: Below Basic, Bubble to Basic, Bubble to Proficient, or Advanced. Students will be reading social content materials and once the first benchmark is administered that information will be used to create lesson to reteach concepts not mastered. The groups will be reorganized after the administration of each benchmark assessment. The *Social Studies Department Chair* will be responsible for collecting the documentation for the Social Studies Flex Period.

The Daily Social Studies bell ringer activities will be approximately five minutes in length and will begin every Social Studies class in the school. The 1st semester will focus on content previously taught.

All students are included in regular education social studies classes. Co-teachers are provided to assist with in the modification of the curriculum to meet the needs of special education students. All self-contained students that are in Inclusion Science will have an additional Resource Period to pre-teach or re-teach social studies concepts and skills. This class will be taught by a Special Education Teacher.

- Focus Goals 1, 2, and 3 use MAP data to plan groupings and predict PACT performance. The following graphs are an example to show data assessment used to plan. The graphs were completed using a chart that predicts PACT performance using MAP performance data.

WAMS Math PACT Prediction

Category	%
BB	36%
B	52%
P	9%
A	3%

WAMS PACT Predictions Reading

Category	%
BB	34%
B	47%
P	17%
A	2%

WAMS PACT Predictions General Science

Category	%
BB	55%
B	29%
P	10%
A	6%

WAMS PACT Performance Science C & P

Category	%
BB	54%
B	34%
P	7%
A	5%
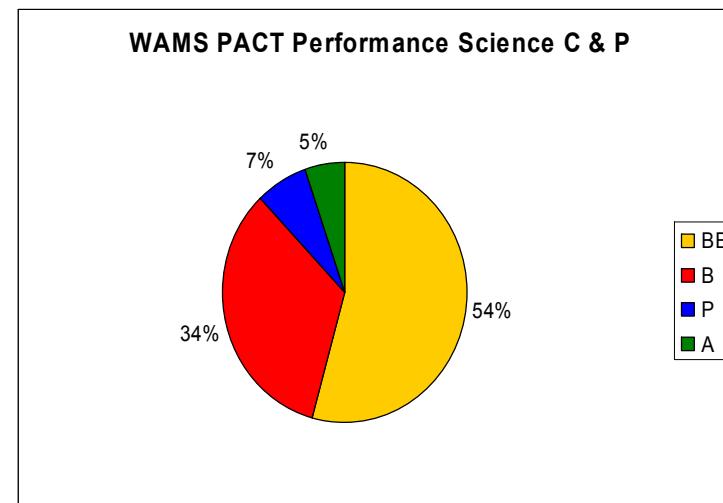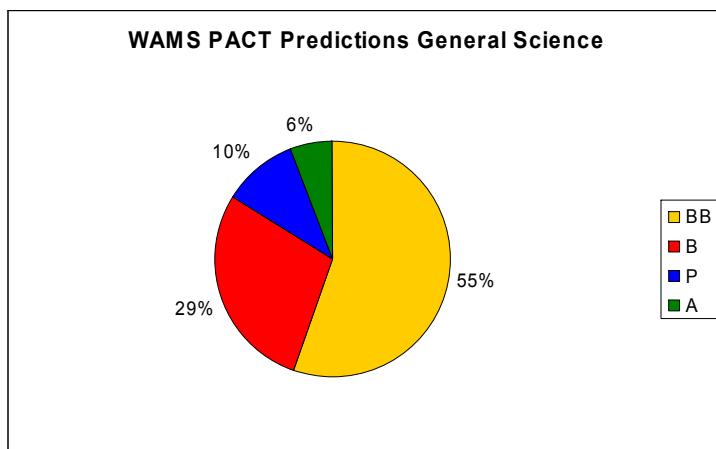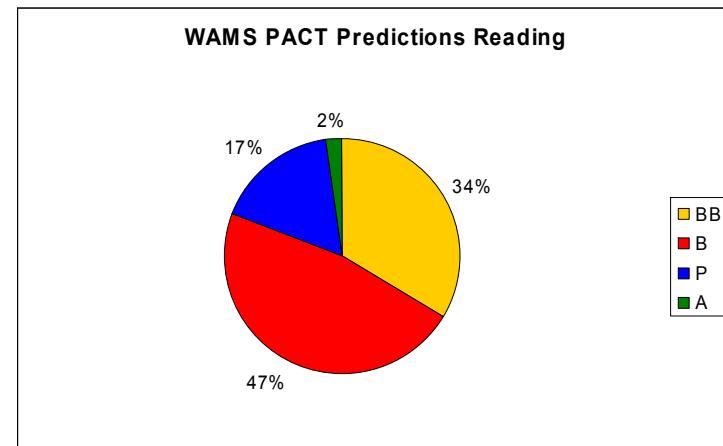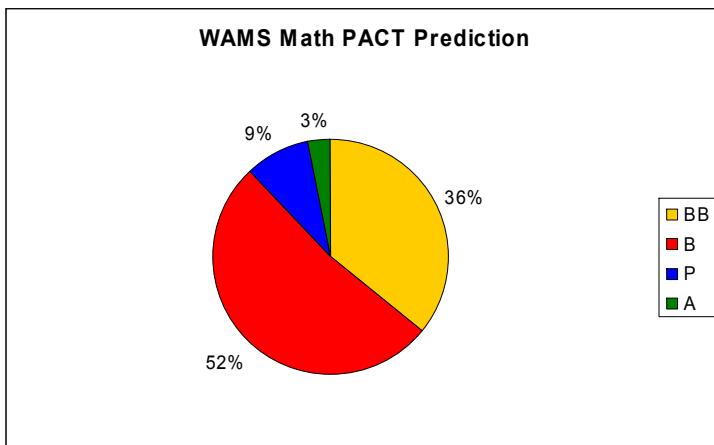
- Focus Goals 1,2, and 3 also use following calculator to calculate subject area absolute indices and the school index
  This information has been updated based on the 2008 PACT results

PERCENTAGES WAMS (Actual)

	ELA	Math	Science	SocStud
Adv	1.67	4.99	5.33	2.91
Prof	13.02	12.75	8.61	8.30
Basic	40.17	43.22	42.20	41.08
BB2	13.58	18.29	19.27	27.80
BB1	31.58	20.78	24.59	19.92
% TOTAL	100.02	100.03	100.00	100.01
SubIndex	2.40	2.63	2.51	2.47

NUMBERS WAMS (Actual)

	ELA	Math	Science	SocStud
Adv	6	18	18	7
Prof	47	46	26	20
Basic	145	156	80	99
BB2	49	66	29	67
BB1	114	75	92	48
TOTAL	361	361	245	241
SubIndex	2.40	2.63	2.38	2.46

PERCENTAGES WAMS (Projections)

	ELA	Math	Science	SocStud
Adv	4.99	7.21	7.38	4.15
Prof	12.47	14.96	11.07	9.13
Basic	41.56	42.39	43.86	45.65
BB2	16.35	19.12	19.27	28.22
BB1	24.66	16.35	18.45	12.87
% TOTAL	100.03	100.03	100.03	100.02
SubIndex	2.57	2.78	2.70	2.64

NUMBERS WAMS (Projections)

	ELA	Math	Science	SocStud
Adv	18	26	18	10
Prof	45	54	27	22
Basic	150	153	107	110
BB2	59	69	47	68
BB1	89	59	45	31
TOTAL	361	361	244	241
SubIndex	2.57	2.78	2.70	2.63

Focused Instructional Leadership Goal 1:

During bi-weekly professional development teachers will practice pulling reports from NWEA to include: SGS, DesCartes, Class summaries, strands, etc. Teachers will focus on how to utilize these reports to differentiate instruction in the classroom and to monitor student performance.

Department Chairs will lead each department in the development and use of common quarterly assessments. These assessments will be based on SC standards and will be PACT – like in nature. Each assessment must include a writing sample which will be graded in TCT meetings by the team.

Once each semester the Principal will hold APEX reviews with TCT teams to analyze data for their students and review upcoming assessments. Data that will be reviewed: MAP (expected progress charts), attendance (student and teacher), referrals (discipline and CORE team), and grade distributions.

Through the use of uniform classroom observations we will be able to oversee the implementation of quality assessments and the use of data to differentiate instruction. These observations will be recorded in an electronic Instructional Supervision Log and written feedback will be provided to each teacher.

This is the first year where all core classes will be taught in 90 minute blocks. Professional development will be provided to teachers on best instructional practices to maximize student engagement and achievement.

The Charleston County School District has provided the opportunity for professional development in variety of programs that are intended to increase rigor and relevance in the classroom, these programs include, Spring Board for 7th and 8th grades ELA and Math, and Mentoring Mathematical Minds for 6th grade math. Soar to Success is a reading comprehension program that will be utilized during the Flex Period and facilitated by related arts teachers. These teachers will be trained by a certified Soar to Success trainer. Twenty observations will be completed each month to ensure the proper implementation of these programs.

Focused Instructional Leadership Goal 2:

Each faculty member will be given a copy of a book to read. The monthly faculty meetings will be the forum for discussion and presentations of parts of each book. Faculty groups will be given the opportunity to discuss and present different ideas and practices from the books they have read.

Semester 1: *Teaching to Capture and Inspire all Learners* non-first year teachers. *Do You Know Enough About Me to Teach Me* for first year teachers

Semester 2: 5 books available, teachers will choose and be members of Literacy Circles

The Literacy Committee will write a Literacy Plan for WAMS. This plan will include incentives and techniques to motivate children to read as well as assessment strategies, and a school wide reading log. Chandler Dabit is the Chair of the Literacy Committee and a member of the SLT, she and Christine Harley, the media specialist, are responsible for this document.

Through the use of uniform classroom observations we will be able to oversee the implementation of creating a Culture of Literacy in all classrooms. These observations will be recorded in an electronic Instructional Supervision Log and written feedback will be provided to each teacher by the observer. J. Coker and N. Smith will be responsible for inputting data into the Instructional Supervision Log.

All students will keep an individual reading log to document their reading progress through the year. Each English Language Arts teacher will be responsible for collecting and assessing reading logs. The ELA department head will be responsible for making sure logs are maintained and assessed by all teachers.

District Administrators' Instructional Leadership Focused Goal 1:

The MSLC office (Learning Specialist and Content Coaches) will provide professional development to the WAMS Department Chairs and SLT on creating quality assessment and utilizing data to improve instruction. The Department Chairs will then provide the professional development to each department on these topics. The assessments created will be administered quarterly to students in the respective departments. The assessment data will be analyzed by the department. After the analysis of the data from the assessments (including MAP data) the content coaches, department chairs, and SLT adjustment will be made to instruction in content classes and Flex Periods.

District Administrators' Instructional Leadership Focused Goal 2:

The Associate Superintendent for the MSLC will provide time during the monthly Principal's meeting to observe instruction at the host school. Following the observations the cohort group of Principals along with the Associate Superintendent, Learning and Technology Specialists, will review their findings and discuss positive observations and areas that could use improvements. During these meetings other topics related to curriculum and instruction will be reviewed.

The Associate Superintendent will also coordinate a site visit each semester to complete observations with the Administrative Team of WAMS. During these visits observations will be completed as a team with a specific focus. The team will then review the observations using the CCSD observation rubric.

Finally, the Associate Superintendent will coordinate the MSLC Academic Support Team to conduct a site visit each semester. The team will also observe classrooms and provide feedback on the instruction to the administration.

School Timeline

Develop a yearly timeline (July 2008 – May 2009) by month that includes the following information:

- All information that is pertinent to the implementation of the FSRP
- Testing (MAP, Benchmark, etc.)
- Disaggregation and ongoing utilization of data to guide instruction
- Professional development that needs to be scheduled
- Implementation/monitoring of specific strategies

July 2008:
- Compile Spring MAP data by RIT scores for ELA, Math, Science (2 tests)
- Finalize plans and notify staff of school retreat location and dates
- Complete Master Schedule to include:
  - Flex period (35 minutes)
  - Single Gender option in each grade (Math)
  - Determine students eligible for Honors courses
  - Common planning time for teams

August 2008:
- School Retreat:
  - Determine Flex period grouping
  - Determine students for AOR, AOM, READ180, Success Maker
  - Review FSRP
- Professional development that needs to be scheduled:
  - **What is Differentiation?**
  - **Teaching in the 90 minute block**
  - **Springboard Training (7th/8th ELA and Math)**
  - **Mentoring Mathematical Minds (6th grade Math)**
- Strategies to begin implementing:
  - AOR & AOM
  - READ 180
  - SuccessMaker

September 2008:
- Professional development that needs to be scheduled:
  - Soar to Success Training
  - Quality lesson planning for Inclusion
  - SuccessMaker
  - MAP: Reading and utilizing reports for classroom instruction
  - Understanding by Design/Backwards Design
  - Reading Across the Curriculum
  - **Springboard Training (7th/8th ELA and Math)**

- ➢ **Students set Goals for Fall MAP testing**
- ➢ **Finalize MAP testing schedule**
- ➢ **Fall Administration of MAP testing**
- ➢ **Strategies to begin implementing:**
  - o **Mentoring Mathematical Minds (6th grade Math)**
  - o **Flex Period**
  - o **Inclusion in Science and Social Studies**
  - o **Reading Logs in all core classes**
- ➢ **Monitoring of specific strategies:**
  - o **Collect and analyze reports from:**
    - ▪ **AOR**
    - ▪ **AOM**
    - ▪ **READ 180**
    - ▪ **Success Maker**

October 2008:
- ➢ **Professional development that needs to be scheduled:**
  - o **Creating a Culture of Literacy in the Middle School**
  - o **Understanding by Design/Backwards Design**
  - o **Reading Across the Curriculum**
  - o **Creating Common Assessments**
- ➢ **Compile Fall MAP data by RIT scores for ELA, Math, Science (2 tests)**
  - o **Make adjustments to FLEX Period**
  - o **Make adjustment to computer assisted instruction classes**
- ➢ **Monitoring of specific strategies:**
  - o **Collect and analyze reports from:**
    - ▪ **AOR**
    - ▪ **AOM**
    - ▪ **READ 180**
    - ▪ **Success Maker**
- ➢ **Strategies to begin implementing:**
  - o **Math Journals**
  - o **Science Journals**
  - o **Reading Logs in all core classes**
  - o **Springboard Training (7th/8th ELA and Math)**
  - o **Mentoring Mathematical Minds (6th grade Math)**
  - o **Flex Period**
  - o **Inclusion in Science and Social Studies**

November 2008:
- ➢ **Professional development that needs to be scheduled:**
  - o **Faculty Book Study**
- ➢ **Monitoring of specific strategies:**
  - o **Collect and analyze reports from:**
    - ▪ **AOR**
    - ▪ **AOM**
    - ▪ **READ 180**
    - ▪ **Success Maker**
    - ▪ **Math Journals**
    - ▪ **Science Journals**

- Reading in the Content Areas

December 2008:
- ➢ Professional development that needs to be scheduled:
  - o Faculty Book Study
- ➢ Finalize Winter MAP testing schedule
- ➢ Monitoring of specific strategies:
  - o Collect and analyze reports from:
    - AOR
    - AOM
    - READ 180
    - Success Maker
    - Math Journals
    - Science Journals
    - Reading in the Content Areas

January 2009:
- ➢ Professional development that needs to be scheduled:
  - o Faculty Book Study
- ➢ Winter MAP Testing Administration
- ➢ Monitoring of specific strategies:
  - o Collect and analyze reports from:
    - AOR
    - AOM
    - READ 180
    - Success Maker
    - Math Journals
    - Science Journals
    - Reading in the Content Areas

February 2009:
- ➢ Professional development that needs to be scheduled:
  - o Faculty Literacy Circles
- ➢ Compile Winter MAP data by RIT scores for ELA, Math, Science (2 tests)
  - o Make adjustments to FLEX Period
  - o Make adjustment to computer assisted instruction classes
- ➢ Begin 50 Day Countdown to PACT
- ➢ Monitoring of specific strategies:
  - o Collect and analyze reports from:
    - AOR
    - AOM
    - READ 180
    - Success Maker
    - Math Journals
    - Science Journals
    - Reading in the Content Areas

March 2009:
- ➢ Professional development that needs to be scheduled:
  - o Faculty Literacy Circles
- ➢ Begin PACT push implementation

- ➢ **Monitoring of specific strategies:**
  - o **Collect and analyze reports from:**
    - ▪ **AOR**
    - ▪ **AOM**
    - ▪ **READ 180**
    - ▪ **Success Maker**
    - ▪ **Math Journals**
    - ▪ **Science Journals**
    - ▪ **Reading in the Content Areas**

April 2009:
- ➢ **Professional development that needs to be scheduled:**
  - o **Faculty Literacy Circles**
- ➢ **Compile data supporting the accomplishment of the FSRP goals**
- ➢ **Monitoring of specific strategies:**
  - o **Collect and analyze reports from:**
    - ▪ **AOR**
    - ▪ **AOM**
    - ▪ **READ 180**
    - ▪ **Success Maker**
    - ▪ **Math Journals**
    - ▪ **Science Journals**
    - ▪ **Reading in the Content Areas**

May 2009:
- ➢ **Professional development that needs to be scheduled:**
  - o **Faculty Literacy Circles**
- ➢ **PACT Testing**
- ➢ **Monitoring of specific strategies:**
  - o **Collect and analyze reports from:**
    - ▪ **AOR**
    - ▪ **AOM**
    - ▪ **READ 180**
    - ▪ **Success Maker**
    - ▪ **Math Journals**
    - ▪ **Science Journals**
    - ▪ **Reading in the Content Areas**

NOTE: 10/28/08 CHANGES MADE ON RECOMMENDATION OF SCDE ARE IN BOLD BLACK. ALSO, BOLD FONT INDICATES THE PERSON RESPONSIBLE FOR DOCUMENTATION OF INDICATORS, IN ORDER TO MAKE THIS CLEAR TO READERS. Information regarding frequency is shown in *bold italic font*.

FOCUSED SCHOOL RENEWAL PLAN
2008–09 School Year of Implementation
Student Achievement Focused Goal

Focused Goal 1:
By April 1, 2009, 11%** of our 6th, 7th and 8th grade students will increase their Math PACT performance to the next performance level* as predicted by the Fall 2008 to Winter 2009 MAP test.
*BB1 to BB2, BB2 to Basic, Basic to Proficient, Proficient to Advanced
**Adjustments made based on current PACT data from 2008 testing
(The desired result is student achievement. The goals must be academic goals related to the school report card.)

Strategy (List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.)	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation *(Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.)*
Implement a Flex Period 3 days a week for teaching an Investigative approach to Math (Math Lab) in a small group setting.	J. Coker, Principal, Guidance, Math Dept. Chair,	8/08	1. Master Schedule to include Flex Period for Math in the 6th and 8th grade. **(Principal)** The master schedule creates the time necessary for implementation of the Flex Period. 2. Roster of students in Flex Period with Spring and Fall 2008 MAP and PACT scores. **(Guidance)** The roster will identify the specific students to be targeted for assistance in the flex period and the focus of the group. 3. List of Standards and activities utilized in the Flex Period. **(Math Department Chair).** The list of standards and activities will provide teachers with instructional guidance for the Flex Period. 4. NWEA reports with winter 2009 scores. **(Math Department Chair)** The NWEA reports will be used to measure the progress and identify the areas of strength and weaknesses for instructional planning.
Provide computer assisted Math instruction for all BB1 and BB2 students.	J. Coker, Principal & Guidance	10/08	1. Roster of students assigned to AOM and SuccessMaker. **(Guidance)** The roster will identify the specific students to be targeted for assistance with the computer assisted instruction. 2. Sample goal setting sheets. **(Principal)** Goal setting sheets will provide students with information regarding their expected progress. 3. *Monthly* program reports. **(Lab teachers)** The program reports will assist teachers, administrators, and the SLT with monitoring the progress of the students.

Increase Single Gender Math Classes offered in 7th and 8th grade levels.	Guidance, Administration, Math Department Chair	8/08	1. Master Schedule implementing Single Gender math classes in all grade levels. **(Principal)** The master schedule provides the format necessary to accommodate single gender classes. 2. Class rosters **(Guidance)** The roster will identify the specific students included in the single gender schedule. 3. NWEA Expected Growth reports for Winter 2009 **(Math Dept. Chair)** The NWEA reports will be used to measure the progress and identify the areas of strength and weaknesses for instructional planning.
Implement the use of Math Journals in all Math classes.	Math Department Chair	10/08	1. Sign-in sheet from training sessions **(Math Dept. Chair)** The sign in sheet will allow the math department chair, administrators, and the SLT to monitor compliance. 2. Samples of journal entries **(Math Dept. Chair)** The journal entry samples will assist the principal and the SLT in monitoring student progress. 3. Department meeting agendas **(Math Dept. Chair)** The department meeting agendas will assist the principal and SLT in monitoring the implementation of the math journal strategy. 4. ***Two 15 – 30 minute Classroom observations will be completed by administrators per month in math classes.*** These will be documented on the Electronic Observation Log and **hard copies are available in the Principal's office. (Administration)** The classroom observations will allow the principal to document classroom utilization of the math journals.
Provide High School Credit Math Courses in 7th and 8th grade (Algebra I and Geometry) for students that meet the requirements set forth.	Guidance, Administration, Math Department Chair	8/08	1. Master Schedule will reflect Algebra I for 7th and 8th grade and Geometry for 8th grade. **(Principal)** 2. Class rosters for each course will be provided as evidence of multi-grade representation. **(Guidance)** **3.** Spreadsheets with students and indicators of performance and school decision for Algebra I readiness. **(Math Dept. Chair)** 4. Class roster for Geometry with Algebra I final grade and EOC exam results to determine readiness of Geometry. **(Math Dept. Chair)**
Utilize the Springboard Program in all Pre-Algebra and Algebra I classes to increase rigor and improve instructional strategies.	Guidance, Administration, Math Department Chair	10/08	1. Certificates from Springboard from completed training on the use Springboard materials. **(Principal)** 2. Samples of lesson plans including Springboard activities **(WAMS Shared Drive)** The samples will assist the principal and the SLT in monitoring implementation. 5. Department meeting agendas **(Math Dept. Chair)** The department meeting agendas will assist the principal and SLT in monitoring the implementation of the Springboard implementation. 3. ***Bi-weekly classroom observations*** of 20 minutes in length **(Principal)** The classroom observations will allow the principal to document classroom utilization of Springboard in the classrooms. **Targeted feedback will be given to**

			observed teachers.
Utilize the Mentoring Mathematical Minds units in all non-inclusion 6th grade classes to increase rigor and improve instructional strategies.	Guidance, Administration, Math Department Chair	10/08	1. Sign-in sheets from completed training on the use Mentoring Mathematical Minds Units. **(Principal)** 2. Samples of lesson plans including Mentoring Mathematical Minds Units **(WAMS Shared Drive)** The samples will assist the principal and the SLT in monitoring implementation. 3. Department meeting agendas **(Math Dept. Chair).** The department meeting agendas will assist the principal and SLT in monitoring the implementation of the Mentoring Mathematical Minds Units implementation. 4. ***Bi-weekly classroom observations*** of 20 minutes in length **(PRINCIPAL)** The classroom observations will allow the principal to document classroom utilization of Mentoring Mathematical Minds Units in the classrooms.

FOCUSED SCHOOL RENEWAL PLAN
2008–09 School Year of Implementation
Student Achievement Focused Goal

Focused Goal 2:
By April 1, 2009, 15%** of our 6th, 7th, and 8th grade students will increase their ELA PACT performance by one level* as predicted by the Fall 2008 to Winter 2009 MAP test.
*BB1 to BB2, BB2 to Basic, Basic to Proficient, Proficient to Advanced
**Adjustments made based on current PACT data from 2008 testing
(The desired result is student achievement. The goals must be academic goals related to the school report card.)

Strategy (List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.)	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation *(Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.)*
Implement a Flex Period 3 days a week for focused instruction on ELA in a small group setting.	J. Coker, Principal & ELA Department Chair	8/08	1. Master Schedule to include Flex Period for ELA in the 6th and 8th grade. **(Principal)** The master schedule creates the time necessary for implementation of the Flex Period. 2. Roster of students in Flex Period with Spring and Fall 2008 Map and PACT scores. **(Guidance)** The roster will identify the specific students to be targeted for assistance in the flex period either for reading or writing. 3. List of Standards and activities utilized in the Flex Period. (**ELA Department Chair**). The list of standards and activities will provide teachers with instructional guidance for the Flex Period. 4. *Monthly* assessment results from on grade level cold readings. **(ELA Department Chair)** The monthly assessment results will be used by the TCT to monitor student growth and plan additional targeted instruction. 5. NWEA reports with Winter 2009 scores RIT scores. **(ELA Department Chair)** The NWEA reports will be used to measure the progress and identify the areas of strength and weaknesses for instructional planning.
Provide additional computer assisted Reading instruction for Below Basic 1 students through the Academy of Reading Program and Read 180 Programs for 6th, 7th, and 8th grade students.	J. Coker, Principal, Guidance, AOR and Read 180 teachers	10/08	1. Roster of students assigned to AOR and to READ180. **(Guidance)** The roster will identify the specific students to be targeted for assistance with the computer assisted instruction. 2. Sample goal setting sheets. **(Principal)** Goal setting sheets will provide students with information regarding their expected progress. 3. *Monthly* program reports that reflect students progress in

			the programs. **(Lab teachers)** The program reports will assist teachers, administrators, and the SLT in monitoring the progress of the students. 4. Winter MAP Reports for AOR and Read 180 students. **(Lab teachers)** These reports will provide evidence of students meeting expected growth on MAP. 5. *Bi-weekly classroom observations* of 15 minutes in length **(Administration)** The classroom observations will allow the principal to document classroom utilization of best practices for AOR and Read 180.
Provide the Soar to Success Reading Program for all Below Basic 2 students in 6th grade (1st Nine weeds and 8th grade during the 2nd nine weeks).	Principal, ELA Dept. Chair	9/08	1. Roster of students assigned to Soar to Success. **(Guidance)** The roster will identify the specific students to be targeted for assistance. 2. Training schedule for Soar to Success teacher training. (A. Mackey) 3. *Bi-weekly classroom observations* of 15 minutes in length **(Administration)** The classroom observations will allow the principal to document classroom utilization of Soar to Success the classrooms.

Implement AOR and Read 180 for MGAP students with a score of Below Basic or Basic on 2008 PACT and have a Lexile Score of 1000 or less.	Guidance, Administration, Read 180 Teachers	10/08	1. Roster of students assigned to READ180. **(Guidance)** The roster will identify the specific students to be targeted for assistance with the computer assisted instruction. 2. Sample goal setting sheets. **(Principal)** Goal setting sheets will provide students with information regarding their expected progress. 3. **Monthly** program reports. **(Lab teachers)** The program reports will assist teachers, administrators, and the SLT in monitoring the progress of the students. 4. Winter MAP Reports for AOR and Read 180 students. **(Lab teachers)** These reports will provide evidence of students meeting expected growth on MAP. 5. *Bi-weekly classroom observations* of 15 minutes in length **(Administration)** The classroom observations will allow the principal to document classroom utilization of best practices for AOR and Read 180.
Increase ELA class length to 90 minutes and Implement the requirement to read and respond to the equivalent of 25 books per student.	School Leadership Team	10/08	1. Provide copy of the Master Schedule. **(Principal)** The Master schedule will provide documentation that all ELA classes are 90 minutes in length. 2. Provide copy of the Library schedule **(located on GroupWise)** This will provide evidence that ELA classes are scheduled into the Library on a rotating 2 week basis. 3. Provide copies of student Reading logs **(ELA Chair).** These logs will document the 25 book equivalent initiative. 4. Provide samples of student activities that respond to reading **(ELA and SS teachers).** This will support the 25 book initiative.
To increase rigor and student achievement, provide English I for High School Credit for those 8th grade students who have exhibited readiness through Proficient or Advanced scores on 2008 PACT or comparable MAP scores.	Guidance, Administration, ELA Department Chair	10/08	1. Certificates from Springboard for completed training on the use Springboard materials. **(Principal)** 2. Samples of lesson plans including Springboard activities **(On Shared Drive)** The samples will assist the principal and the SLT in monitoring implementation. 3. Department meeting agendas **(ELA Dept. Chair)** The department meeting agendas will assist the principal and SLT in monitoring the implementation of the Springboard implementation. 4. *Bi-weekly classroom observations* of 20 minutes in length **(Principal)** The classroom observations will allow the principal to document classroom utilization of Springboard in the classrooms.
Provide English I for High School Credit in 8th grade. Eligible students need to be Proficient or Advanced on the 2008 PACT or have a supportive Teacher Recommendation.	Guidance, Administration, ELA Department Chair	8/08	1. Master Schedule will reflect English I for 8th grade. **(Principal)** 2. Class rosters for the course will be provided as evidence of students enrolled in English I and will document each students' 2008 PACT score. **(Guidance)**

FOCUSED SCHOOL RENEWAL PLAN
2008–09 School Year of Implementation
Student Achievement Focused Goal

Focused Goal 3:

By April 1, 2009, 12%** of our 6th, 7th and 8th grade students will increase their Science PACT performance by one level* as predicted by the Fall 2008 to Winter 2009 MAP test.

*BB1 to BB2, BB2 to Basic, Basic to Proficient, Proficient to Advanced

**Adjustments made based on current PACT data from 2008 testing

(The desired result is student achievement. The goals must be academic goals related to the school report card.)

Strategy (List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.)	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation *(Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.)*
Implement a Flex Period 3 days a week for focused instruction on Science skills in a small group setting.	J. Coker, Principal & Science Department Chair	9/08	1. Master Schedule to include Flex Period for Science in the 7th grade. **(Principal)** The master schedule creates the time necessary for implementation of the Flex Period. 2. Roster of students in Flex Period within ten points of scoring Basic, Proficient, or Advanced, based on 2008 PACT data. **(Guidance)** The roster will identify the specific students to be targeted for assistance in the flex period. 3. List of Standards and activities utilized in the Flex Period. **(Science Department Chair)**. The list of standards and activities will provide teachers with instructional guidance for the Flex Period. 4. ***Monthly assessment*** results from on grade level cold readings. **(Science Department Chair)** The monthly assessment results will be used by the TCT to monitor student growth and plan additional targeted instruction. 5. NWEA reports with Winter 2009 scores RIT scores. **(Science Department Chair)** The NWEA reports will be used to measure the progress and identify the areas of strength and weaknesses for instructional planning.
Incorporate Daily Science as bell activities in all Science classes	Asst. Principal & Science Dept. Chair	9/08	1. Sign-in sheet from training sessions **(Science Dept. Chair)** The sign in sheets will allow the science department chair, administrators, and the SLT to monitor compliance. 2. Samples of Daily Science activities **(Science Dept. Chair)** The samples of science activities will assist the principal and SLT in monitoring student progress. 3. Department meeting agendas **(Science Dept. Chair)** The department meeting agendas will assist the principal and SLT in monitoring the implementation of the Daily Science strategy 4. Classroom observations two times a month for at least 20 minutes **(Asst. Principal)** This will assist the administrators and the SLT in monitoring the implementation of the Daily Science strategy.
Implement the use of Science Journals in all Science classes.	Asst. Principal & Science Department Chair	10/08	1. Sign-in sheet from training sessions **(Science Dept. Chair)** The sign in sheet will allow the administrators, the science department chair, and the SLT to monitor **process of implementation** of the science journals strategy. 2. Samples of journals entries **(Science Dept. Chair)** The samples of the

			journal activities will assist the principal and SLT monitory student progress.
			3. Department meeting agendas **(Science Dept. Chair)** The department meeting agendas will assist the principal and the SLT monitor the implementation of the Science Journal strategy.
			4. Classroom observations two times a month for at least 20 minutes **(Principal)**. This will assist the administrators and the SLT in monitoring the implementation of the Science Notebook strategies.
Implement Inclusion for all Self-Contained Special Education students in Social Studies with a co-teacher or teaching assistant as needed.	J. Coker, Principal & Science Department Chair	9/08	1. Master Schedule. **(Principal)** This will provide documentation that Inclusion and extra Resource class has been scheduled for all students. 2. Class rosters **(Guidance)** The rosters will document the students scheduled into the Science classes. 3. Lesson Plans **(On Shared Drive)** These will provide documentation of accommodations and modifications made for these students. 4. NWEA reports with Winter 2009 scores RIT scores. **(Science Department Chair)** The NWEA reports will be used to measure the progress and identify the areas of strength and weaknesses for instructional planning.

FOCUSED SCHOOL RENEWAL PLAN

2008–09 School Year of Implementation

Student Achievement Focused Goal

Focused Student Achievement Goal 4:

By April 1, 2009, 75% of all 6th, 7th, and 8th grade students will score an 70% or better on the **THIRD NINE WEEKS common benchmark assessments in social studies. The common benchmark assessments will be aligned to the South Carolina Social Studies Standards, the Charleston County School District's Coherent Curriculum and the teacher's pacing guide.
**Adjustments to add this goal are made based on current PACT data from 2008 testing
(The desired result is student achievement. The goals must be academic goals related to the school report card.)

Strategy List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.
Representative teachers will attend the South Carolina Social Studies conference and lead professional development sessions for the social studies department upon their return.	Administration	October 2008	1. Teachers will be required to facilitate the social studies department meeting to share the information from the conference. **(Sharing session notes stored with Social Studies Dept. Chair)**
Benchmarks will be used to guide instruction via the backwards design model.	Administration, SS Department Head, and Social Studies teachers	October 2008	1. Agendas from TCT meetings. **(Social Studies Dept. Chair)** This will document that teachers completed the benchmark tests in department meetings and content planning sessions. 2. Quarterly Benchmark results, broken down by standard, will be provided to the Principal and all teachers. **(Social Studies Department Chair).** These Benchmarks will provide indicators for continued instruction and review for students during Flex Period.
Implement a Flex Period 3 days a week for focused instruction on Social Studies in a small group setting.	J. Coker, Principal & Social Studies Department Chair	9/08	1. Master Schedule to include Flex Period for Social Studies in the 7th grade. **(Principal)** The master schedule creates the time necessary for implementation of the Flex Period. 2. Roster of students in Flex Period within ten points of scoring Basic, Proficient, or Advanced, based on 2008 PACT data. **(Guidance)** The roster will identify the specific students to be targeted for assistance in the flex period. 3. List of Standards and activities utilized in the Flex Period. **(Social Studies Department Chair).** The list of standards and activities will provide teachers with instructional guidance for the Flex Period. 4. Quarterly Benchmark results broken down by standard will be provided to the Principal and all teachers.

			(Social Studies Department Chair). These Benchmarks will provide indicators for continued instruction and review for students during Flex Period.
			5. *Classroom observations two times a month* for at least 20 minutes **(Administration).** This will assist the administrators and the SLT in monitoring the implementation of the SS Flex Period.
Implement Inclusion for all Self-Contained Special Education students in Science with a co-teacher or teaching assistant as needed.	J. Coker, Principal & Science Department Chair	9/08	1. Master Schedule. **(Principal)** This will provide documentation that Inclusion has been scheduled for all students.
			2. Class rosters **(Guidance)** The rosters will document the students scheduled into the Science classes.
			3. Lesson Plans **(On Shared Drive)** These will provide documentation of accommodations and modifications made for these students.
			4. Quarterly Benchmark results broken down by standard will be provided to the Principal and all teachers. **(Social Studies Department Chair).** These Benchmarks will provide indicators for continued instruction and review for students during Flex Period.
			5. *Classroom observations two times a month* for at least 20 minutes **(Administration).** This will assist the administrators and the SLT in monitoring the implementation of the SS Flex Period **and provide targeted feedback to classroom teachers.**

FOCUSED SCHOOL RENEWAL PLAN
2008–09 School Year of Implementation
Principal's Instructional Leadership Focused Goal to Increase Student Achievement

Focused Instructional Leadership Goal 1: By April 1, 2009, 100% of the West Ashley Middle School certified content area teachers will receive professional development in three areas: 1) creating quality assessments 2) utilizing the data derived from these assessments to differentiate instruction 3) using quality instructional strategies in the classroom. This professional development will result in students increasing their PACT performance by one level* as predicted by the Fall 2008 to Winter 2009 MAP test: 12% in Science**, 15% in ELA** and 11% in Math**.
*BB1 to BB2, BB2 to Basic, Basic to Proficient, Proficient to Advanced
**Adjustments made based on current PACT data from 2008 testing
(The desired result is a positive impact on student achievement that supports the FSRP and aligns with the principal's responsibilities stated in the ERT process.)

Strategy (List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.)	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation *(Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.)*
Provide bi-monthly training in creating quality assessments through the use of Backwards Design. This professional development will be provided on "late-in" Wednesdays.	J. Coker Principal	9/08	1. Sign in sheet from professional development **(Principal)** The sign in sheets will provide documentation of participation in the quality assessment training. 2. Sample assessments from each content area will be collected quarterly. **(Principal)** The sample assessments will assist the principal, department chairs, and the SLT in monitoring the implementation of quality assessments in the classroom.
Provide two trainings on the utilization of MAP testing reports. The initial training in September during Late-in Professional Development and a follow-up training in January. This will be completed during TCT meetings.	J. Coker Principal	9/08	1. Sign in sheet from professional development sessions **(Principal)** The sign in sheets will provide documentation of participation in the quality assessment training. 2. Sample reports from NWEA **(Principal)** The sample reports will provide evidence of the typical NWEA reports being used for training.
Provide Professional Development for all core content teachers on teaching in the 90 minutes block.	J. Coker, Principal	8/08	1. Agenda and handouts from the training will provide documentation of the topics covered. **(Principal)** 2. Sign-in sheets will provide evidence of the teachers in attendance at the training. **(Principal)** 3. Classroom observations **(Principal)** *At least one observation a quarter, 30 minutes in length* will assist the principal and SLT in measuring the effectiveness of and compliance with the strategy of using MAP data to support and enhance instruction.

Facilitate the creation of common quarterly assessments in each content area and grade level.	J. Coker Principal	10/08	1. Sample assessments from each content area will be collected quarterly. **(Principal)** The sample assessments will assist the principal, department chairs, and the SLT in monitoring the implementation of quality assessments in the classroom. 2. Department meeting Agendas **(Dept. Chairs)** The department meeting agendas will assist the principal, the department chairs, and the SLT in monitoring the development of common quarterly assessments.
Hold APEX reviews twice a year to review data, instructional practices, student achievement, teacher discipline, grade distributions, and attendance.	J. Coker Principal	11/08	1. Agenda from APEX Reviews **(Principal)** The agenda from the APEX reviews will document the discussions of the school data among the stakeholders. 2. List of questions/topics posed during the reviews **(Principal)** The list of questions and topics will assist the principal and SLT in focusing the discussion on the school's data. 3. Copies of data reviewed in APEX **(Principal)** The copies of data reviewed will illustrated data used in the APEX review.
Each administrator will conduct a minimum of 20 classroom observations a month.	J. Coker Principal N. Smith, AP	9/08	1. Instructional supervision log **(Principal and Asst. Principal)** The instructional supervision log will ensure the appropriate monitoring of the school's assessment strategy across the faculty. 2. Observation notebook **(Principal)** The observation notebook will document the exact number of classroom observations conducted by each administrator.
Provide Professional Development for all 7th and 8th grade ELA and Math teachers in Springboard	J. Coker, Principal	9/08	1. Certificates from Springboard from completed training on the use Springboard materials. **(Principal)** 2. Samples of lesson plans including Springboard activities **(On Shared Drive)** The samples will assist the principal and the SLT in monitoring implementation. 3. Department meeting agendas **(ELA/Math Dept. Chair)** The department meeting agendas will assist the principal and SLT in monitoring the implementation of the Springboard implementation. 4. Bi-weekly classroom observations of 20 minutes in length **(Principal)** The classroom observations will allow the principal to document classroom utilization of Springboard in the classrooms.
Provide Professional Development in the Mentoring Mathematical Minds units for all 6th grade Math teachers.	Guidance, Administration, Math Department Chair	8/08	1. Sign-in sheets from completed training on the use Mentoring Mathematical Minds Units. **(Principal)** 2. Samples of lesson plans including Mentoring Mathematical Minds Units **(On Shared Drive)** The samples will assist the principal and the SLT in monitoring implementation. 3. Bi-weekly classroom observations of 20 minutes in length **(Principal)** The classroom observations will allow the principal to document classroom utilization of Mentoring Mathematical Minds Units in the classrooms.
Provide Professional Development to the Related Arts teachers that will utilize the Soar to Success Reading Program for all Below Basic 2 students in 6th grade (1st Nine weeds and 8th grade during the 2nd nine weeks).	Principal	9/08	1. Roster of students assigned to Soar to Success. **(Guidance)** The roster will identify the specific students to be targeted for assistance. 2. Training schedule for Soar to Success teacher training. (A. Mackey) 3. Bi-weekly classroom observations of 15 minutes in length **(Administration)** The classroom observations will allow the principal to document classroom utilization of Soar to Success the classrooms.

FOCUSED SCHOOL RENEWAL PLAN
2008–09 School Year of Implementation
Principal's Instructional Leadership Focused Goal to Increase Student Achievement

Focused Instructional Leadership Goal 2: By April 1, 2009, a school-wide Literacy Plan will be implemented to establish a culture of reading across the curriculum which will be evidenced by: 1) a 25% increase in circulation through Media Center 2) 15% of all students will increase their ELA PACT performance by one level* as predicted by the Fall 2008 to Winter 2009 MAP test; 3) the completed Literacy Plan.
*BB1 to BB2, BB2 to Basic, Basic to Proficient, Proficient to Advanced
(The desired result is a positive impact on student achievement that supports the FSRP and aligns with the principal's responsibilities stated in the ERT process.)

Strategy (List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.)	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation *(Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.)*
Implement one faculty book study per semester. Semester 1: Veteran Teachers: *Teaching to Capture and Inspire all Learners* Lead by N. Smth Induction Teachers: *Do you know enough about me to teach me?* Lead by J. Coker Semester 2: Various books to choose from, faculty will form Literacy Circles to read, discuss, and begin implementing useful strategies.	J. Coker Principal	11/08	1. Faculty Meeting agendas. **(Principal)** The faculty meeting agendas will ensure the emphasis on literacy through the use of the faculty book studies. 2. Faculty Meeting sign-in sheets **(Principal)** The faculty meeting sign-in sheets will ensure participation by the entire faculty. 3. Copies of Focus questions for groups **(Principal and Asst. Principal)** The copies of focus questions for groups will demonstrate the emphasis on literacy practices. 4. Minutes from Literacy Circles **(Principal)** Minutes from the literacy circles will demonstrate participation of the faculty in the development of the school's literacy culture.
Each administrator will conduct a minimum of 20 classroom observations a month.	J. Coker Principal N. Smith, AP	9/08	1. Instructional supervision log will be updated ***with 20 observations a month of 15 minutes or more*** **(Principal and Asst. Principal)** The instructional supervision log will ensure the appropriate monitoring of the school's assessment strategy across the faculty. 2. Observation notebook (**Principal**) The observation notebook will document the exact number of classroom observations conducted by each administrator.

Plan professional development for the staff on how to teach reading and infuse reading into all content areas in the middle school.	J. Coker Principal	10/08	1. Sign in sheet from professional development **(Principal)** The sign-in sheets will ensure participation by the entire faculty. 2. Sample lessons **(On Shared Drive)** from each core content area **(Principal)** The sample lesson plans will assist the principal and SLT in monitoring the implementation of the reading infusion across the curriculum strategy. 3. Classroom observations **(Principal and Asst. Principal)** *At least one observation a month* will assist the principal and SLT in measuring the effectiveness of and compliance with the infusion of reading across the curriculum.
Implement the use of a school-wide reading log in all Core content classes.	J. Coker Principal	9/08	1. ELA Department meeting agendas **(ELA Dept. Chair)** The ELA department meeting agendas will assist the principal and SLT in monitoring the implementation of the school wide reading log in ELA Classes 2. Ten random samples of reading logs per grade level/department will be *collected and reviewed per quarter*. **(Principal)** The samples of reading logs will assist the principal, ELA chair, and the SLT in monitoring student progress. **Targeted feedback will be provided to teachers regarding reading logs.**

FOCUSED SCHOOL RENEWAL PLAN
2008–09 School Year of Implementation
District Administrators' Instructional Leadership Focused Goal to Increase Student Achievement

Focused District Instructional Leadership Goal 1: By April 1, 2009, 100 % of West Ashley Middle School Leadership Team will receive quarterly professional development and/or coaching from the Middle School Learning Community support team in three areas: 1) creating quality assessments 2) utilizing the data derived from the assessments to improve instruction 3) using quality instructional strategies in the classroom. This professional development will result in students increasing their PACT performance by one level* as predicted by the Fall 2008 to Winter 2009 MAP test: 12% in Science**, 15% in ELA** and 11% in Math**.
*BB1 to BB2, BB2 to Basic, Basic to Proficient, Proficient to Advanced
**Adjustments made based on current PACT data from 2008 testing
(The desired result is a positive impact on student achievement that supports the school's FSRP and aligns with the district administrators' responsibilities stated in the ERT process.)

Strategy (List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.)	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation (Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.)
Provide a Learning Specialist and content coaches to coordinate professional development support.	P. Yandle, Associate Superintendent for MSLC	8/08	1. A chart of the MSLC academic support team will provide evidence of a Learning Specialist and content coaches being hired for professional development. (P. Yandle) 2. Sign-in sheet and agendas from professional development sessions will document who was in attendance and the topics that were covered. (P. Yandle)
Content coaches will provide professional development to the school-based department heads and SLT on creating quality assessments and benchmarks.	T. Merton, MSLC Learning Specialist	9/08	1. Sign-in sheet and agendas from professional development sessions will document who was in attendance and the topics that were covered. (T. Merton) 2. Samples of the assessment created will demonstrate the use of appropriate higher level tests. Two samples per subject will be provided for review. (T. Merton)
Content coaches will provide professional development to the school-based department heads and SLT on utilizing data to improve instruction.	T. Merton, MSLC Learning Specialist	10/08	1. Sign-in sheet and agendas from professional development sessions will document who was in attendance and the topics that were covered. (T. Merton) 2. Samples of the reports and data utilized during will provide evidence of the professional development. (Content Coaches) 3. Samples of lesson plans will be collected and reviewed to provide evidence of the professional development being utilized in the classroom. (Classroom teachers)

FOCUSED SCHOOL RENEWAL PLAN
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Focused District Instructional Leadership Goal 2:   By April 1, 2009, 100 % of West Ashley Middle School Administrative Team will receive instructional coaching monthly and ongoing support from the Middle School Learning Community team on implementing quality instructional classroom observations as evidenced by the feedback provided to teachers. This professional development will result in students increasing their PACT performance by one level* as predicted by the Fall 2008 to Winter 2009 MAP test: 12% in Science**, 15% in ELA** and 11% in Math**.
*BB1 to BB2, BB2 to Basic, Basic to Proficient, Proficient to Advanced
**Adjustments made based on current PACT data from 2008 testing
(The desired result is a positive impact on student achievement that supports the school's FSRP and aligns with the district administrators' responsibilities stated in the ERT process.)

Strategy (List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.)	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation (Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.)
Provide opportunities monthly to practice instructional observations with a cohort of middle school principals.	P. Yandle, Associate Superintendent for MSLC	10/08	1. Agendas from the MSLC Principal's meetings will show time allocated for observations. (P. Yandle) 2. Walk-through books will contain evidence of the observations completed. (J. Coker)
Conduct classroom observations and review findings with the WAMS administrative team once a semester.	P. Yandle, Associate Superintendent for MSLC T. Merton, MSLC Learning Specialist, Instructional Coordinators	9/08	1. Electronic Instructional Supervision Log and/or Observation Notebook kept in Principal's office will contain evidence of the observations completed by the MSLC team. (J. Coker) 2. Copies of GroupWise Calendar appointment will document the participants and time allocated for observations and reviews completed together. (J. Coker)
Coordinate instructional observations with the Principal once a semester at WAMS.	P. Yandle, Associate Superintendent for MSLC	11/08	1. Copies of GroupWise Calendar appointment will document the participants and time allocated for observations. (P. Yandle) 2. Written summaries of each visit will provide documentation of the instructional decisions and practices observed. (P. Yandle)

FOCUSED SCHOOL RENEWAL PLAN
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Title and Description of Each Program and Initiative
Included in the FSRP

Give the title and a brief description of <u>each</u> program or initiative that is included in the FSRP.
Note: All acronyms should be preceded by the complete program title. For example: Measures of Academic Progress (MAP)

Academy of Math (AOM) - a reader-friendly math intervention software solution that helps at-risk elementary, middle and high school students develop computational fluency. Using a patented methodology that incorporates an adaptive intervention engine and positive motivation principles, the Academy of MATH builds foundation math skills for beginner through to algebra-ready students in 10 skill areas that align to National Council of Teachers of Mathematics (NCTM) standards.

Academy of Reading (AOR)- an intervention software solution that helps at-risk students achieve rapid, permanent gains in reading. The Academy of READING uses a patented methodology with an adaptive intervention engine, skill mastery based on automaticity, and motivational principles to build fluency in the foundation skills of reading.

Achieving Performance EXcellence (APEX)- Charleston County School District's benchmarking progress that includes discussion of current data, the identification of areas of needed improvement and the monitoring of target growth. These meetings occur at regular intervals over the school year.

Charleston County School District (CCSD) - West Ashley Middle School is in this school district.

Core Team – This is a group of teachers, counselors and administrators that work together to target individuals to provide support to prevent academic and/or behavior delinquency.

Curriculum and Instruction Team (C&I)- A division of the Charleston County School District that is responsible for the Coherent Curriculum, pacing guides, the implementation of standards in the classroom, and all policies regarding curriculum and instruction.

English Language Arts (ELA) – Middle school classes that focus on reading and writing the English language.

Flex Period – Time period where small groups of students (less than 16) are grouped by PACT/MAP performance data and provided structured lessons based on educational need. The groups are flexible based on new data as it is received. Groups flex every 8 to 12 weeks.

Measures of Academic Progress (MAP)- state-aligned computerized adaptive tests that accurately reflect the instructional level of each student and measure growth over time.

Middle Grades Acceleration Program (MGAP) –designed for over aged 7th graders to help them catch up and move from seventh to ninth grade through accelerated learning.

Middle School Learning Community (MSLC) – A cohort of middle schools in Charleston County School District under the supervision of the Associate Superintendent, Mrs. Patricia Yandle.

Northwest Evaluation Association (NWEA) - is a national non-profit organization dedicated to helping all children learn. NWEA provides research-based assessments, professional training, and consulting services to improve teaching and learning. This is the company which provides the MAP testing that is used in the Charleston County School District.

READ 180-an intensive reading intervention program that helps educators confront the problem of adolescent illiteracy and special needs reading on multiple fronts, using technology, print, and professional development. *READ 180* is proven to meet the needs of struggling readers whose reading achievement is below proficient level. The program directly addresses individual needs through differentiated instruction, adaptive and instructional software, high-interest literature, and direct instruction in reading, writing, and vocabulary skills.

RIT-- RIT stands for *Rasch UnIT*, a measurement scale developed to simplify the interpretation of test scores. This scale is used to measure student achievement and student growth. The scale is an equal-interval scale, like a yardstick in inches, so that a change of one unit indicates the same change in growth, regardless of the actual numerical values. RIT scores range from about 150 to 300. RIT scores make it possible to follow a student's educational growth from year to year.

School Leadership Team (SLT)- Made up of teachers, counselors and administrators, this group works to make academic and instructional decisions for the good of the school. The diversity of the group allows each department and area to be represented.

Student Growth Summary Report (SGS) – A report derived from MAP data the displays term-to-term growth statistics summarized at the school level. Growth data is broken out by subject and grade, displayed in both text and graph format.

SuccessMaker- this program by Pearson, deliver standards-based lessons one-on-one to at-risk and gifted children, students with special needs, and English language learners.

Teacher Curriculum Teams (TCT) - A teacher curriculum team made up of all content area teachers at the same grade level. The purpose of a TCT Team is to allow time for co-planning, the creation of common assessments and time to analyze data that pertains to the same group of students.

West Ashley Middle School (**WAMS) –** The academic entity that is the focus of this school renewal plan